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ABSTRACT

This report describes the technical means for generating and justifying an educational program design via empirically-based analysis of Instructional Accomplishment Information System data bases. The conventional approach to educational program planning is to pursue design implementation first, operational implementation next, and then to hope that architecture can be induced following these two steps. The orientation described here moves the architecture design from the end to the front of the sequence. The method is illustrated for the area of language learning. (BW)

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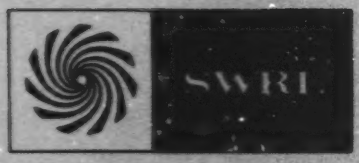

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TECHNICAL REPORT 74

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USING THE RESULTS OF IAI DATA BASE ANALYSES TO GENERATE EDUCATIONAL PROGRAM ARCHITECTURE

Gail Reneau and Patricia Milazzo

ABSTRACT

A method is described for generating educational program design through analysis of Instructional Accomplishment Information System data bases. The method is illustrated for the area of language learning.

Using the Results of IAI Data Base Analyses to Generate Educational Program Architecture

Gail Reneau and Patricia Milazzo

The literature on educational program planning would fill a library. The topic has been treated from a variety of disciplinary and professional perspectives. Why then still another treatment? Two reasons. One, with all the consideration the matter has received, educational program planning remains an idiosyncratic art. Two, previous treatments are not based on empirical inquiry. They reason by analogy (e.g., if education "were" business), by imputation (e.g., "because" individualization is important), or by exhortation (e.g., we "need" excellence in education). The present report, however, describes the technical means for generating and justifying an educational program design via empirically-based analysis.

The paper adds to a series of methodological papers from SWRL that document various aspects of development and analysis associated with Instructional Accomplishment Information (IAI) Systems. Table 1 presents a guide to these papers. The present paper fits into this categorization. However, the paper does not presuppose or require familiarity with the other papers in the series.

Table 1

Categories of IAI Methodological Reports

Instrument Generation
- Skills framework
- Key skills structures

Instrument Application
- Schooling subject analyses
- Schooling policy analyses

Interpretive Extrapolation

Educational program architecture

IAI system architecture

Our use of the term "program" in Table 1 follows the definition of Cronbach and associates (1980): a program is a standing arrangement for providing human services. An educational program then, is one committed to the attainment of designated instructional accomplishments.

Our use of the term architecture is the standard system sense of the "documented design of a structure"--the structure here being an educational program. Architecture design is distinguished from implementation design, where architecture design tells what happens, implementation design tells how it is made to happen (Brooks, 1975). Brooks gives as a simple example a mechanical clock, whose architecture is the face, hands, and winding knob. Anyone who has learned this architecture can tell time, whether from a wristwatch or a clock tower. The implementation design, however, describes what goes on inside the case to power and control the accuracy of alternative element mechanisms.

The conventional approach to educational program planning is to pursue design implementation first, operational implementation next, and then to "hope" that architecture can be induced following these two steps. The orientation to be followed here moves the architecture design from the end to the front of the sequence. That practice is an important methodological modification, whose implications are most conveniently conveyed through a case illustration of the methodology in action.

Case Illustration Applying the Method

The arena of concern is language learning. This is an arena populated by the social science disciplines, with linguistics leading

the way, and language instruction specializations contributing--English, foreign languages, bilingual education, and English-as-a-second-language professionals. The aim of the inquiry presented here is not to solve all of the problems of all of these interests but simply to generate architecture that is consistent with all of the expertise in this area to organize and concentrate educational program planning with documented empirical and analytic justification.

Where does such an inquiry start? Let's start at the top of the list of categories shown in Table 1.

Analyses performed in connection with IAI instrument generation for elementary school reading instruction have yielded comprehensive skills frameworks that reflect the scope and sequence of skills taught in English reading instructional programs (Fiege-Kollmann, 1977) and Spanish reading instructional programs (Reneau and Milazzo, 1980).

Overlaying the two frameworks reveals that the structure, parallel substance, and even the mode (presentation formats, practice formats, assessment formats of reading instruction) are highly similar in the two languages. At grades 1 and 2 and in the first part of grade 3, reading instruction in both languages focuses on decoding (a matter that receives more emphasis in English reading than in Spanish reading), morphology and verb conjugation (matters that receive more emphasis and specialized treatment in Spanish reading than in English reading), and sentence and paragraph meaning. By the end of grade 3 (approximately) and on through grade 6, the emphasis in both languages shifts to comprehension skills, study skills, and literary skills. In these intermediate grades the vocabulary in both languages becomes more specialized and difficult, the contexts longer, and the ideas more sophisticated. Emphasis on word meaning (vocabulary, word comprehension, etc.) is evident across all grades in both languages in the form of word definitions, synonyms, antonymns, sentence completion, figurative language, and the like.

Tuck that information away for the moment and move to the next category of reports listed in Table 1: instrument application. It happens that analyses derived from applications of IAI instruments provides information regarding the reading achievement of LEP/Hispanic (LEP = Limited English Speaking) students in large-urban-district schools (Milazzo, 1981). The information extends and complements the structural information about reading instruction in Spanish and English. As noted, structurally the largest differences appear in grades 1 and 2, where decoding, morphology, and verb treatment obviously are different in the two languages. However, grades 1 and 2 are where LEP students demonstrate the highest level of achievement in English reading instruction. Enrolling first and second grade LEP students in English reading instruction seems to be appropriate, at least in terms of demonstrated achievement. It is after grade 2 that the most serious achievement problems for LEP/Hispanic students enrolled in English reading instruction occur; in grades where decoding, morphology and verb treatment are not emphasized as heavily in English reading, and where there are few substantive or structural differences in Spanish and English reading instruction (even the constructs are alike--sequence of events, cause/effect, author's purpose, and so on). LEP/Hispanic students in the intermediate grades are likely to be familiar with the concepts/constructs taught in English reading programs in grades 3-6, assuming that they have received instruction in Spanish reading materials; and there is sound evidence that many, even most, LEP/Hispanic students who find their way to urban districts in the southwest U.S. do come with a schooling background. For example, a typical LEP/Hispanic student in grade 3 probably will know the concepts of cause/effect or main idea and probably will understand the meaning of words such as sentence, add, alike/different, real, etc.--about as well as an English-speaking third grader--but not in English.

The foregoing provides the foundation to move to the third category of reports listed in Table 1: interpretive extrapolation to derive

educational program architecture--the aim of this case illustration. Extrapolation from this point is not complicated. The evidence leads to program architecture that has more to do with an English vocabulary analog than with the scope, sequence, and emphasis of instruction in English--a straightforward schooling matter not a complicated conceptual matter. Insofar as the instruction of LEP/Hispanic students is concerned, the evidence supports a program focused at the intermediate grade level--as quickly after grade 3 as feasible.

Where do we obtain a schooling lexicon that interfaces instruction in two languages? Most ESL programs in widest use across the country do have extensive vocabulary development strands (Reneau, 1981), but the selection of words is guided predominantly by linguistic concerns, or by requirements of the theme or topic of the instructional unit. The result is to require students to learn thousands of words and to extend the ESL instructional experience over several levels/years. A functional/operating school vocabulary that can be learned quickly, in less than one school year, and that interfaces instruction in the two languages would enable students to take advantage of what they do know. Such a lexicon can be compiled from teacher's guides, subject matter textbooks, storybooks, and English language vocabulary lists.

The appendix to this paper provides such a list. The list looks a lot like any other word list. Word lists are a dime a dozen. Teachers throughout history up to present times have prepared word lists, and scholars at various times have prepared such lists. The merit of the list presented here is not in form but in function.

A close look at the lists will tell you that the words on List II are ones that people use every day when they speak to other people, read the papers, watch television, and so on. In fact, a student who knows the 1000 or so unique words in Lists I and II can understand every underlined word in these sentences, and can understand almost everything but the technical ideas and language in this entire paper. Given a

command of two short lists, students learning English (elementary students, high school students, adults, Hispanics, Saudi Arabians--it doesn't matter) should be able to communicate, read, and understand non-technical English material. The lists attached here are not perfect, but they are short and grounded in practice, providing building blocks that enable non-English speakers to learn more sophisticated words. Most important, the lists are immediately teachable. Students needing training in English can learn these words quickly. For elementary school children in the intermediate grades, a single school year should provide sufficient instructional time to teach the corpus. For adults, the time frame should be much less. All LEP students in grade three or beyond should learn all of the words in List II and most of the words in List I as quickly as possible, if they are to get on with English language training.

The lexicon in the Appendix is formulated and organized to promote implementation in an instructional program for LEP students in intermediate grades and beyond. However, the architecture could readily be adapted to support implementation in educational programs in languages other than English and in programs in English for fluent English-speaking students. Those are matters of particularized implementation that we will not deal with here, since the paper speaks to the matter of architecture, not implementation, and we have said all that we have to say on the topic of the paper--except for one last point.

Although implementation and architecture are separable endeavors, an architecture can be implemented intelligently or unwisely, economically or extravagantly, effectively or ineffectively. Researchers and educators too often have a set of development instincts that make what should be uncomplicated implementation highly complicated. For example, implementation of the illustrated architecture could:

-embed instruction on the vocabulary into a comprehensive linguistic framework.

-"teach" the vocabulary incidentally through instruction via subject matter instruction entailing "broader and more significant" concepts and constructs.

-segment instruction on the vocabulary grade-by-grade, or level-by-level (primary/intermediate/adult).

-organize instruction on the vocabulary into neat topical units, with specially constructed stories.

On the other hand, we could "just do it." The instruction entails what is known in the psychology of learning as "paired associates." The theoretical and practical uncertainties associated with such instruction were largely resolved several decades ago. For this reason, experimental psychologists long ago went on to "hotter" topics. Pedagogical specialists after overextending the technical information came to disparage it as "drill and practice." Few current educators espouse "drill and practice," even though they quietly use the results of paired associate learning research prominently and with excellent effect in everyday classroom instruction.

To teach the entire lexicon in one school year does not involve teaching more than 5-10 words a school day during the year. The words are easy and so is the instructional task. Implementation that makes the architecture any more complicated is unjustified.

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Appendix
Elementary Schooling Lexicon

The lexicon is presented here in two lists: List 1 is organized into concepts and subject areas typical of fundamental schooling in this country. It includes approximately 700 words which young students may not be required to read, but they should understand the words if they are going to have the best opportunity to learn in a school setting. In order to generate this list, we consulted several existing English lexicons (Harris and Jacobson, 1972; McCoard, 1979; McGraw-Hill, 1974; Rhode and Cronnell, 1977; Seyman, 1981), widely adopted ESL program materials (see Reneau, 1981), and the PVS Reading Skills Index (Fiege-Kollmann, 1977). The combination of these resources allowed us to identify a small, common, technical "schooling" vocabulary which has some practical consensus. Originally, words from these sources were organized into a multitude of categories in order to represent the broad set of resources under analysis. Organizing categories went through a systematic reduction process to yield a concise, yet representative, group of concepts and subject areas. Resulting categories and words were than organized under three general rubrics:

- school operations
- instructional concepts
- schooling subject areas

The next step was to refine the words included under each general rubric, to include more and not fewer of the schooling words that are widely used in classroom instruction. We went back to two existing vocabulary lexicons, both of which rated words in terms of their frequency of occurrence, a 1 rating indicating infrequent use and a 7 rating indicating highly frequent use (McCoard, 1979; Rhode and Cronnell, 1977). Excluding pronouns, conjunctions and other simple function words (which are included in List II in this document), all of the words which were listed as highly frequent (7) and most of the words in the second highest frequency group (6) are included in List I. The remainder of the words shown in List I, which do not show a 6 or 7 code,

have been maintained because of their pertinence to the particular subject area in which they are included.

List II is taken from a different source, a PVS computer analysis of words taught in widely adopted reading materials intended for use in the elementary grades. The words on List II come from an alphabetical computer list of words cumulated over several elementary grades, with separate, aligned columns representing different textbook series. A simple rule was applied in selecting words from this computer list for inclusion on List II: A word had to be taught (not just used) in virtually every widely adopted program summarized in the PVS data base to be included on List II. Many of the words from this source duplicate words already found in List I, about one third, and they are shown with an asterisk. But there are approximately 500 unique words in List II which represent a functional/operating English vocabulary.

I. OPERATING SCHOOLING LEXICON

Spanish vocabulary was selected to represent common southwest usage although other translations could easily be substituted. Alternate translations are appropriate and should be substituted to represent different usage.

A. SCHOOL/CLASSROOM OPERATING VOCABULARY

School

playground (5)	patio de recreo
library (5)	biblioteca
cafeteria (4)	cafetería
principal (5)	director, directora
office (5)	oficina
flag (5)	bandera
recess (4)	(hora de) recreo, descanso

Classroom

book (6)	libro
chapter (5)	capítulo
page (6)	página
desk (5)	pupitre, escritorio
chair (5)	silla
blackboard (4)	pizarra, pizarrón
chalk (4)	tiza, giz
pencil (5)	lápiz
pen (5)	pluma
crayon (4)	creyón
paper (6)	papel (hoja de)
notebook (5)	cuaderno, libreta
table (6)	mesa
wastebasket/pail (4)	cesto (para basura), bote
bookcase/shelf (4/3)	estante
ruler (5)	regla
class (6)	clase, aula
door (6)	puerta
floor (6)	suelo, piso
room	cuarto, sala
name	nombre, apellido
student	estudiante
encyclopedia	enciclopedia
ink	tinta
workbook	libro de actividades
pencil sharpener	sacapuntas
teacher	profesor, profesora
scissors	tijeras
globe	globo
pupil	alumno

Testing Materials

test (6)	examen
select (5)	escoger
circle (6)	marcar con círculo
fill in (5)	llenar, completar
mark (6)	marcar
find (7)	escoger
question (6)	pregunta
answer (6)	respuesta
choice (5)	opción
response (5)	respuesta
item (5)	pregunta
ask (6)	preguntar
problem (6)	dificultad
practice (6)	práctica
example (6)	ejemplo
who (7)	quien
what (7)	que
where (7)	donde
when (7)	cuando
why (6)	por que
how (7)	como
which (7)	cual
example (6)	ejemplo
complete (6)	terminar, completar
reason (6)	razón
box	caja
open	abrir
close	cerrar
draw	dibujar
underline	subrayar

Common Verbs

to be (7)	ser, estar, tener
to have (7)	tener
to go (7)	ir
to read (6)	leer
to write (7)	escribir
to know (7)	saber, conocer
to understand (6)	comprender
to take out	sacar
to turn to	buscar, cambiar de, voltear a
to come to	llegar
to tell/say/explain/ answer (6/6/6/6)	decir, explicar, responder
to choose (6)	escoger
to study (6)	estudiar
to point (to)	señalar, indicar
to look (at)	mirar
to put/place	poner

Subject Areas

reading (6)	lectura
writing (6)	composición
english/language arts (2)	inglés
mathematics (5)	matemáticas, aritmética
science (6)	ciencia
social studies/history (6) geography (5)	história/ciencias sociales/ geografía
music (6)	música
art (5)	arte
health (5)	salud
physical education	educación física
handwriting (4)/penmanship (3)	letra, escritura
spelling	ortografía, deletreo

B. INSTRUCTIONAL CONCEPTS

Classroom Language

hello/hi	hola
goodbye	adiós
excuse me	perdón
how are you	¿cómo está usted?
nice/pleased to meet you	Mucho gusto en conocerle
sorry	lo siento
see you soon/later	hasta luego
so long	adiós
please	por favor
thank you/thanks	gracias
yes/no	sí/no
good morning	buenos días
good afternoon	buenas tardes
I don't know	yo no sé
what's your name	¿cómo se llama usted?
you're welcome	de nada
O.K. (okay)	de acuerdo, está bien
sit down	siéntese
stand up	levántese
have a good time	¡Divértase!

Colors

red (6)	rojo
green (6)	verde
yellow (6)	amarillo
blue (6)	azul
orange (5)	naranja, anaranjado
purple/violet (5/4)	violeta
brown (5)	castaño, moreno, cafe, marrón, carmelita
black (6)	negro
white (6)	blanco
gray (5)	gris
pink (5)	rosa
color (6)	color

Space/Location

front (6)	frente
back (3)	reverso, respaldo
near (6)	cerca
far (6)	lejos
above (6)	encima de, sobre
below (6)	debajo
beside (6)	al lado de
between (6)	entre

Space/Location (cont.)

under (6)	bajo
over (7)	sobre
before (7)	antes
after (7)	después
behind (6)	detrás de
by (7)	a, en, por, de
around (6)	alrededor
on (7)	en
up (7)	arriba
down (7)	abajo
left (6)	izquierda
right (6)	derecha
within (6)	dentro de
ahead (6)	adelante
center (6)	centro
together (6)	junto
to/toward (6)	a, hacia, hasta, para
away (6)	fuera, afuera
in (7)	en
out (7)	fuera, afuera
here (6)	aquí
there (7)	allí
next to	al lado de
across (6)	a través de
through (7)	por, a través de
top (6)	cabeza, superficie
bottom (6)	fondo
at (7)	a, por, en
forward (6)	adelante
backward (4)	hacia atrás
upstairs (5)	de arriba
downstairs (5)	de abajo
inside (6)	dentro, adentro
outside (6)	fuera, afuera
upper (5)	superior, más alto
lower (6)	inferior, más bajo
against (6)	contra
along (6)	a lo largo
middle (6)	medio, centro
upon (6)	en, sobre

Description/Comparison

hard (6)	duro, difícil
light (6)	claro
dark (6)	oscuro
few (6)	pocos
less (6)	menos
each (7)	cada

Description/Comparison (cont.)

clear (6)	transparente, claro
best (6)	el mejor
bright (6)	brillante
enough (6)	bastante
nothing (6)	nada
weak (5)	débil
wild (6)	salvaje
same (6)	mismo
different (6)	diferente
big (7)	grande
large (6)	grande
small (6)	pequeño
little (7)	pequeño
heavy (6)	pesado
light (6)	ligero
most (7)	lo más
least (6)	lo menos
thin (6)	delgado
fat (5)	gordo
empty (5)	vacío
full (6)	lleno
half (6)	mitad, medio
whole (6)	todo, entero
very (7)	muy
many (7)	muchos
more (7)	más
opposite (6)	contrario, opuesto
only (7)	solamente, sólo
better (6)	mejor
both (6)	los dos, ambos
happy (6)	contento
sad (5)	triste
simple (6)	fácil
tiny (6)	chiquitito, pequeñito
angry (50	enojado
long (7)	largo
short (6)	bajo, corto
tall (6)	alto
wide (6)	ancho
narrow	estrecho
alike (5)	semejante
clean (5)	limpio
dirty (5)	sucio
wet (5)	mojado
dry (6)	seco
high (3)	alto
low (6)	bajo
good (7)	bueno
bad (6)	malo

Description/Comparison (cont.)

old (6)	viejo
new (7)	nuevo
right (6)	correcto
loud (5)	ruidoso, alto
soft (6)	suave, bajo
all (7)	todo
much (7)	mucho
another (6)	otro
bit (6)	trozo, algo
deep (6)	hondo
rich (6)	rico
poor (6)	pobre
strong (6)	fuerte
tame (4)	domesticado
wrong (6)	incorrecto
fast (6)	rápido
slow (5)	lento
noisy (5)	ruidoso
quiet (5)	callado, quieto
quick (5)	rápido
young (6)	jóven
open (6)	abierto
closed (6)	cerrado
top (6)	cabeza, superior
bottom (6)	fondo, inferior
some (7)	algún
none (5)	ningún
easy (6)	fácil

C. SCHOOLING VOCABULARY

Science (6)

(Senses)	
hear (6)	oír
see (7)	ver
touch (5)	tocar
taste (5)	probar
smell (5)	oler
(Parts of the body)	
body (6)	cuerpo
head (6)	cabeza
ear (5)	oído, oreja
eye (6)	ojo
mouth (6)	boca
nose (5)	nariz
hand (6)	mano
finger (5)	dedo
foot (6)	pie
heart (6)	corazón
knee (5)	rodilla
thumb (5)	pulgar
ankle (4)	tobillo
chest (5)	pecho
hip (4)	cadera
stomach (5)	estómago
wrist (5)	muñeca
forehead (5)	frente
toe (5)	dedo del pie
elbow (4)	codo
tooth (5)	diente
leg (5)	pierna
arm (6)/(5)	brazo
face (6)	cara
hair (6)	pelo, cabello
neck (5)	cuello, nuca
back (3)	loma, espinazo
(Environment/Universe)	
hot (6)	caliente
warm (6)	caluroso
cold (6)	frío
cloudy (4)	nublado
windy (4)	ventoso
rainy (5)	lluvioso
foggy (4)	nublando
season (5)	estación
weather (6)	tiempo
snow (6)	nieve
rain (6)	lluvia

Environment/Universe (cont.)

environment	ambiente
spring (6)	primavera
summer (6)	verano
fall (6)	otoño
winter (6)	invierno
sun (6)	sol
wind (6)	viento
storm	tempestad
plant	planta
animal	animal
moon	luna
star	estrella
planet	planeta
rotation	rotación
climate	clima

(Safety/Health)

fire (6)	fuego, lumbre
stop/go (6/7)	parar/ir
street (6)	caile
freeway (3)	autopista
sidewalk (5)	banqueta
medicine (5)	medicina
highway (5)	carretera
traffic light	semáforo
hurt (5)	doler
wait (6)	esperar
help (6)	ayudar
accident (5)	accidente
aspirin (3)	aspirina
fever (5)	fiebre
pain (5)	dolor
corner (6)	esquina
sick/ill	enfermo
healthy/well	sano
germs	gérmenes

(Time/Temporal Relations)

moment (6)	momento
now (7)	ahora
then (7)	en aquel tiempo, entonces
tonight (5)	esta noche
month (5)	mes
year (6)	año
weekend (4)	fin de semana
noon (5)	mediodía
early (6)	temprano
always (6)	siempre
minute (6)	minuto

Time/Temporal Relations (cont.)

soon (6)	pronto
usually (6)	por lo común
day (6)	día
night (6)	noche
calendar (4)	calendario
clock (5)	reloj
time (7)	tiempo, hora
week (6)	semana
today (6)	hoy
tomorrow (5)	mañana
yesterday (5)	ayer
late (6)	tarde
never (6)	nunca
hour (6)	hora
while (6)	mientras, rato
second (6)	segundo
midnight (5)	medianoche
morning (6)	mañana
afternoon (5)	tarde
evening (5)	noche
during (6)	durante
Sunday (5)	domingo
Monday (5)	lunes
Tuesday (5)	martes
Wednesday (5)	miércoles
Thursday (5)	jueves
Friday (5)	viernes
Saturday (5)	sábado
watch (6)	reloj
once (6)	una vez
often (6)	frecuentemente
January (5)	enero
February (5)	febrero
March (5)	marzo
April (5)	abril
May (5)	mayo
June (5)	junio
July (5)	julio
August (5)	agosto
September (5)	septiembre
October (5)	octubre
November (5)	noviembre
December (5)	diciembre
until (6)	hasta

Geography

map (6)	mapa, carta geográfica
legend (5)	leyenda

Geography (cont.)

city/town (6)/(5)	ciudad, pueblo
state (6)	estado
river (6)	río
mountains (6)	montaña
valley (5)	valle
ocean (6)	oceáno
sea (6)	mar
hill (5)	colina
country (6)	país
nation (5)	nación
north (6)	norte
south (5)	sur
east (5)	este
west (5)	oeste
continent (5)	continente
village (6)	aldea, pueblo
desert (5)	desierto
England	ingiaterra
France	Francia
Germany	Alemania
Spain	España
Russia	Rusia
China	China
Japan	Japón
Mexico	México
America	América
Canada	Canadá
direction (6)	dirección
forest (6)	bosque
island (6)	isla
land (6)	tierra
place (6)	lugar
road (6)	camino
lake (5)	lago
world (6)	mundo

Mathematics

one (7)	uno
two (7)	dos
three (6)	tres
four (6)	cuatro
five (6)	cinco
six (6)	seis
seven (6)	siete
eight (6)	ocho
nine (5)	nueve
ten (6)	diez
eleven (5)	once

Mathematics (cont.)

twelve (5)	doce
unit (6)	unidad, capítulo
first (7)	primero
second (6)	segundo
third (6)	tercero
fourth (5)	cuarto
tenth (5)	decimo
last (6)	último
plus (5)	más
minus (4)	menos
number (6)	número
set (6)	conjunto
pair (6)	par
cent (5)	centavo
penny (5)	centavo
nickel (5)	5 centavos
dime (5)	10 centavos
quarter (5)	peseta, 25 centavos
dollar (5)	dólar
money (6)	dinero
amount (6)	suma
quarter past	y cuarto
half past	y media
quarter to	menos cuarto
temperature (6)	temperatura
million (6)	millón
hundred (6)	cien (to)
figure (6)	figura
add (-tion/6)	sumar
subtract (5)	sustraer, restar
multiply (5)	multiplicar
divide (5)	dividir
fraction (5)	fracción
more (than) (7)	más (que, de)
less (than) (6)	menos (que, de)
unequal	desigual
height (5)	altura
straight (6)	derecho
curved (5)	curvado
line (6)	línea
circle (6)	círculo
square (6)	cuadrado
triangle (5)	triángulo
rectangle (5)	rectángulo
shape (6)	forma
length (6)	longitud
width (5)	anchura
distance (6)	distancia
o'clock (5)	a la(s) ___ (number)

Mathematics (cont.)

area (6)	área
count	contar
equal (5)	igual
sign (6)	signo
inch (5)	pulgada
round (6)	redondo
foot (6)	pie
yard	yarda
speed (6)	velocidad
mile (5)	milla
thousand (6)	mil
pint (4)	pinta
measure (6)	medida
quart (4)	cuarto de galón
gallon (4)	galón
cup (5)	taza
point (6)	punto
weight (6)	peso
meter (5)	metro
liter	litro
times (6)	por
gram (3)	gramo
size (6)	tamaño
angle	ángulo
base	base
centigrade	centigrado
degree	grado
difference	diferencia
equation	ecuación
graph	gráfica
measure	medir
money	dinero
even	par
odd	impar
operation	operación
parallel	paralelo
quantity	cantidad
quotient	cuociente
remainder	resto, residuo
symbol	símbolo
combination	combinación
zero	cero
value	valor

Social Studies

policeman (5)	policía
fireman (4)	bombero
mailman (4)	cartero

Social Studies (cont.)

doctor (5)	doctor
farmer (5)	ranchero
pilot (5)	piloto
performer	artista, actor
lawyer (4)	abogado
president (5)	presidente
king (5)	rey
queen (5)	reina
sailor (5)	marinero
astronaut (5)	astronauta
architect (4)	arquitecto
musician (4)	músico
secretary (4)	secretaria
student (5)	estudiante
librarian (4)	bibliotecario
plumber (3)	plomero
salesperson	vendedor
writer (5)	escritor, autor
dentist (4)	dentista
engineer (5)	ingeniero
actor (4)	actor
nurse (5)	enfermera
teacher (6)	profesor
community	comunidad
government	gobierno
clown (4)	payaso
painter (4)	pintor
school (6)	escuela
airport (5)	aeropuerto
bank (5)	banco
church (5)	iglesia
building (6)	edificio
store (6)	tienda
farm (6)	rancho
zoo (5)	parque zoológico
museum (5)	museo
downtown (4)	el centro
neighbor (5)	vecino
restaurant (5)	restaurante
post office	casa de correos
park (5)	parque
hospital (5)	hospital
library (5)	biblioteca
market (5)	mercado

Reading/Composition/Language

main idea	idea principal, tema
title (5)	título

Reading/Composition/Language (cont.)

details (5)	detailes
first/next/last (7/6/6)	primero/próximo/último
picture (6)	dibujo
word (6)	palabra
sentence (6)	oración, frase
story (6)	historia, cuento
paragraph (5)	párrafo
sequence of events	órden de sucesos
vowel (5)	vocal
consonant (5)	consonante
diphthong	diptongo
digraph	
cause & effect (5)	causa y efecto
compare (5)	comparar
contrast (5)	contrastar
paraphrase	parafrasear
fiction (4)	ficción
biography (4)	biografía
drama (5)	drama
dialogue (4)	diálogo
novel (5)	novela
inference	inferencia
study skills	destrezas de estudio
letter	letra
sound	sonido
character	personaje
illustration	ilustración
noun (5)	sustantivo
verb (5)	verbo
adjective (5)	adjetivo
adverb (5)	adverbio
preposition (4)	preposición
pronoun (5)	pronombre
question (6)	pregunta
exclamation (4)	exclamación
command (5)	mandato
contraction (4)	contracción
subject (6)	sujeto
predicate	predicado, verbo
object (6)	objeto
phrase (5)	frase
function (5)	función
negative (5)	negativo
modifier (4)	modificante
letter (6)	carta, letra
invitation (4)	invitación
period (6)	punto
comma (4)	coma
apostrophe	apóstrofo

Reading/Composition/Language (cont.)

question mark (6)	signo de interrogación
exclamation mark (4)	signo de admiración
quotation mark (4)	comillas
poetry (5)	poesía
prose	prosa
dictionary (5)	diccionario
alphabet (5)	alfabeto
spelling (5)	ortografía
dictation (3)	dictado
singular (5)	singular
plural (5)	plural
idiomatic	idiomático
synonym (4)	sinónimo
antonym (4)	antónimo
homonym (4)	homónimo, parónimo
abbreviation (4)	abreviación
affix	afijo
compound word (5)	palabra compuesta
demonstrative	demostrativo
possessive	posesivo
reflexive	reflexivo
indefinite (4)	indefinid
irregular (5)	irregular
present (6)	presente
past (6)	pasado
future (5)	futuro
conditional	condicional
subjunctive	subjuntivo
comparative (4)	comparativo
superlative	superlativo
auxillary (4)	auxiliar
language (6)	idioma, lengua
conjunction (4)	conjunción
perfect (5)	perfecto
continuous (5)	continuo
meaning (6)	sentido, definición
activity	actividad
agreement	concordancia
clause	cláusula
ending	terminación
construction	construcción
division	división
imperative	imperativo
interrogative	interrogativo
lesson	lección
participle	participio
progressive	progresivo
prefix	prefijo
suffix	sufijo

Reading/Composition/Language (cont.)

grammar	gramática
syntax	sintaxis
silent	mudo
tense	tiempo
text	texto
syllable	silaba
(Question types)	
yes/no (6/7)	sí/no
how (7)	como
true/false (-/6)	verdad/falso, correcto/incorrecto
multiple choice	selección multiple, opciones multiples

II. COMMONLY USED WORDS IN WRITTEN ENGLISH TEXTS

Spanish vocabulary was selected to represent common southwest usage although other translations could easily be substituted. Alternate translations are appropriate and should be substituted to represent different usage.

A

a/an	uno/una
*about	acerca de, sobre
*above	arriba (de)
*across	a través de
act	acto, actuar
afraid	tener miedo a
*after	después (de)
*afternoon	tarde
again	otra vez
against	contra
ago	hacer que
*ahead	adelante
air	aire
airplane	avión
all	todo(s)
allow	permitir
almost	casi
alone	solo
*along	a lo largo de
already	ya
also	también
although	aunque
*always	siempre
am	(soy)**
and	y, (e)
*angry	enojado
*animal	animal
another	otro
*answer	respuesta
any	algún
apartment	apartamento
apple	manzana
*are	(son)
*arm	brazo
*around	alrededor de
as	como
*ask	preguntar
*at	a, en

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

A	
ate	(comió)
attention	atención
*away	lejos, fuera
awful	malo
B	
baby	niño, bebé
*back	atrás, detrás de, loma
backward	hacia atrás
bad	malo
bag	bolsa
bake	hornear
ball	bola, pelota
banana	banana
band	cinta
bang	golpear
bark	ladrar
bath	baño
*be	ser, estar
beautiful	hermoso
became	(se volvió)
because	porque
bed	cama
been	(sido, estado)
began	(empezó)
begin	empezar
*behind	detrás de, atrasado
believe	creer
bell	campana
*below	bajo, por debajo
bent	doblado
*beside	al lado de
*better	mejor
*big	grande
bill	cuenta
bird	pájaro
*birthday	cumpleaños
bite	morder
*black	negro
blanket	cobija
blow	soplar
*blue	azul
boat	bote, barco
*book	libro
born	(nació, nacido)
*both	ambos, los dos

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

B

bother	molestar
bottle	botella
bowl	tazón
*box	caja
boy	muchacho, nino
branch	rama
brave	valiente
bread	pan
breakfast	desayuno
breath	aliento, sopla
bridge	puente
bright	brillante
bring	traer
brother	hermano
brought	(traído, trajo)
*brown	café
bug	insecto
build	constuir
building	edificio
burn	quemar
busy	ocupado
but	pero
buy	comprar
*by	por

C

call	llamar
came	(vino)
can	bote, poder
cap	gorra
car	carro, coche
care	cuidar de
carrot	zanahoria
carry	llevar, cargar
cat	gato
catch	coger, captar
cave	cueva
center	centro
*chair	silla
chance	oportunidad
change	cambiar
chicken	pollo
chief	jefe
children	niños
*circle	círculo

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

C	
*city	ciudad
clean	limpiar
clear	claro
climb	montar, subir
*close	cerrar(se)
cloth	tela
clothes	ropa, vestido
*cloud	nube
coat	chaqueta, abrigo
*cold	frío
*color	color
come	venir
cook	cocinar
cookies	galletas, dulces
*cool	fresco
*corner	esquina, rincón
could	(pudiera)
*country	país
cover	cubrir, tapar
cow	vaca
crack	rajarse
crash	chocar (con)
cross	atravesar, cruzar
curl	rizar
cut	cortar, partir
D	
dance	bailar
danger	peligro
dark	oscuro
*day	día
*dear	querido
decide	decidir
did	(hizo)
different	diferente
dinner	cena
*direction	dirección
dirt	tierra, mugre
dish	plato
distance	distancia
*do	hacer
*doctor	doctor
does	(hace)
doesn't	(no hace)
dog	perro
don't	(no hace)

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

D	
done	(hecho)
*door	puerta
*down	abajo
dream	soñar
dress	vestirse
drink	beber, tomar
drive	conducir, manejar
drop	dejar caer
dry	secar
duck	pato
E	
*each	cada
*early	temprano
*ear	oreja, oído
*earth	tierra
easy	fácil
eat	comer
egg	huevo
*eight	ocho
elephant	elefante
else	otro, más
*empty	vacío
*end	fin
*enough	bastante
even	aun, también
ever	una vez
every	cada, todos los
everything	todo
exactly	exactamente
except	excepto, menos
excite	emocionar
*explain	explicar
*eye	ojo
F	
*face	cara, rostro
fact	hecho
*fall	caer(se), otoño
*family	familia
*far	lejos
farm	hacienda
farther	más lejos
*fast	rápido
*fat	gordo

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

F	
father	papá
*favorite	favorito
feather	pluma
feel	sentir(se)
*feet	pies
fell	(cayó)
fence	cerco
*few	pocos
fight	luchar
finally	por fin
find	encontrar, hallar
fine	muy bien
*finger	dedo
finish	terminar
*fire	fuego
fish	pez, pescado
fit	quedar
*five	cinco
fix	arreglar
flat	plano
flew	(voló)
*floor	suelo, piso
*flower	flor
fly	volar
fold	doblar
*food	comida
*foot	pie
*for	para, por
found	(encontrado, encontro)
*four	cuatro
fox	zorro
frame	cuadro, marco
free	libre, gratis
friend	amigo
full	lleno
fun	divertido
G	
game	juego
garden	jardín
gas	gas, gasolina
gate	puerta de un cerco
gave	(dio)
gentle	suave, amable
get	obtener, conseguir
girl	niña, muchacha

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

G	
give	dar
glad	alegre
glass	vidrio, vaso
*go	ir
gold	oro
gone	(ido)
*good	bueno
got	(obtuvo, consiguió)
grass	hierba
great	gran(de)
*green	verde
grow	crecer
ground	tierra, suelo
group	grupo
H	
had	(tenido, tuvo)
*hair	pelo, cabello
*half	mitad, medio
hall	pasillo
*hand	mano
happen	suceder, pasar
*happy	feliz, contento
*hard	duro
has	(tiene)
hat	sombrero
*have	tener, haber
he	él
*head	cabeza
*hear	oír
*heart	corazón
*heavy	pesado
held	(contuvo, sostuvo)
*help	ayudar
her	ella
*here	aquí
hide	esconder(se)
*high	alto
him	lo, le, (a) él
his	su, de él
hit	golpear
hold	contener, sostener
hole	hoyo

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

H	
home	casa
horse	caballo
*hospital	hospital
*hot	caliente
*hour	hora
house	hogar
*how	como, que tan
hundred	cien(to)
hungry	hambriento
hurry	dar prisa
*hurt	doler
hut	choza
I	
I	yo
ice	hielo
idea	idea
if	si
*in	en, dentro, adentro
interesting	interesante
*is	(es, está)
it	él, ella, lo, la, le
J	
jet	avión de línea
job	trabajo
join	juntar(se), unir(se)
jump	saltar
just	sólo, justo
K	
keep	guardar, seguir
key	llave
kind	clase, amable
king	rey
kitchen	cocina
kitten	gatito
*knee	rodilla
knew	(sabía, conocía)
knock	llamar, tocar
*know	saber, conocer

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

L

ladder	escalera
lady	señora, dama
land	tierra
*language	idioma, lengua
*last	último, pasado
laugh	reír
lay	poner, situar
*learn	aprender, saber
*least	lo menos
leave	dejar, salir
led	(conducido, condujo)
*left	izquierda
*leg	pierna
let	permitir, dejar
*letter	carta, letra
life	vida
lift	levantar(se)
*light	claro, luz
like	gustar, como
*line	linea
lion	león
*listen	escuchar
live	vivir
lock	cerrar con llave
log	leño
*long	largo
look	mirar
lost	(perdido, perdío)
lot	mucho
loud	fuerte
love	querer, amor
lunch	almuerzo

M

machine	máquina
made	(hecho, hizo)
magic	mágico
make	hacer
man	hombre
*many	muchos
mark	marcar, tachar
matter	importar
may	poder
me	mí

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

M

mean	querer decir
meat	carne
meet	encontrar, conocer
men	hombres
met	(encontró, conoció)
mice	ratones
*middle	medio
might	(pudiera)
milk	leche
mind	mente, molestar
mine	mío
miss	perder
mix	combinar
*moment	momento
money	dinero
monkey	mono
*moon	luna
*more	más
*most	lo/el más
mother	mamá
mountain	montaña
mouse	ratón
*mouth	boca
move	mover
Mr.	señor
Mrs.	señora
*much	mucho
must	deber (de)
my	mi

N

nail	clavo, uña
*name	nombre, apellido
*near	cerca
neck	cuello, nuca
need	necesitar
neighbor	vecino
*never	nunca, jamás
*new	nuevo
*next	próximo
nice	agradable
*nine	nueve
*no	no

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

N	
noise	ruido
not	no
nothing	nada
*now	ahora
*number	número
O	
*o'clock	a la(s) __ (#)
of	de
*off	fuera de, apagado
*old	viejo
*on	en, sobre, encima de
*once	una vez
*one	uno, una
*only	sólo
*open	abrir(se)
or	o, (u)
*orange	naranja, anaranjado
order	orden, mandar
other	otro
our	nuestro
*out	afuera, fuera de
*over	encima
own	propio
P	
*pair	par
*paper	papel
*park	parque
party	fiesta
pass	pasar
past	pasado
*penny	centavo
people	gente
person	persona
pet	animal casero
pick	escoger
*picture	cuadro
piece	trozo
pig	puerco
pile	pila
*place	lugar, sitio
*plant	planta
play	jugar, drama
*please	por favor, gustar

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

P

pocket	bolsillo
*point	punto/a, señalar
pool	piscina
pop	explotar
pot	olla
power	fuerza
*practice	practicar
pretend	fingir(se)
pretty	bonito
prize	premio
*problem	dificultad, problema
proud	orgulloso
*pull	tirar
*put	poner

Q

*question	preguntar
*quick	rápido
*quiet	callado

R

rabbit	conejo
race	correr, raza
*rain	lluvia
ran	(corrido, corrió)
rang	(sonado, soñó)
reach	llegar (a)
*read	leer
ready	listo
real	verdadero
*red	rojo
remember	recordar
rest	descansarse
return	volver, regresar
ride	pasear
*right	derecha, correcto
ring	sonar, anillo
river	río
road	camino
rock	piedra
roll	rodar, bolillo
roof	techo
*room	cuarto, salón
round	redondo
rubber	goma, caucho
run	correr
rush	apresurar(se)

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

S

*sad	triste
safe	seguro
said	(dicho, dijo)
sail	velo, navegar
*same	mismo
sand	arena
sat	(sentado, se sentó)
saw	(vio)
say	decir
scare	asustar
*school	escuela
scream	gritar
search	buscar
secret	secreto
*see	ver
seed	semilla
seem	parecer
sell	vender
*set	poner, conjunto
*seven	siete
shape	forma
share	compartir
sharp	agudo
she	ella
seed	semilla
shine	brillar(se)
ship	barco, nave
shirt	camisa
shoe	zapato
shop	tienda
shore	costa, playa
*short	corto
should	(debería)
shout	gritar
show	mostrar, enseñar
shut	cerrar(se)
*sick	enfermo
side	lado
sight	vista
sign	signo, firmar
silent	callado
since	desde
sing	cantar
sister	hermana
*six	seis

*Previously listed words
**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participle

S

*size	tamaño
skate	patinar
sky	cielo
sleep	dormir
slept	(dormido, durmió)
slide	resbalar(se)
*slow	lento
*small	pequeño, chico
smart	listo, inteligente
*smell	oler
smile	sonreir
smooth	liso
*snow	nieve
so	así, también
*soft	suave
sold	(vendido, vendió)
*some	algún
song	canción
*soon	pronto
*sorry	arrepentido
sound	sonar
speak	hablar, decir
spend	gastar, pasar
spot	sitio, lugar
spread	extender
spring	primavera
squeak	chillar
squirrel	ardilla
stand	levantarse
start	comenzar, empezar
stay	quedar(se)
step	paso, andar
stick	pegar, palo
still	todavía, aún
stone	piedra
stood	(se levantó)
*stop	alto, parar(se)
store	tienda
story	historia, cuento
straight	derecho
strange	extraño
street	calle
string	cordón
*strong	fuerte
*summer	verano

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S

*sun	sol
sure	cierto, seguro
surprise	sorprender
sweet	dulce
swim	nadar

T

*table	mesa
tail	cola
take	tomar, quitar
talk	hablar, decir
*tall	alto
taught	(enseñado, enseñó)
teach	ensenar
tear	romper(se), lágrima
*teeth	dientes
telephone	teléfono
television (TV)	televisión
tell	decir
*ten	diez
terrible	terrible
than	que, de
thank	agradecer
that	que, eso/a/e
the	el, la
their	su
them	los, las, les
then	entonces, luego
*there	ahí, allí, allá
these	estos, estas
they	ellos, ellas
thing	cosa
think	pensar, creer
this	esto, esta, este
though	aunque
thought	(pensado, pensó)
*three	tres
through	por, terminado
throw	tirar, echar
tie	lazo, ligar, corbata
*time	tiempo, hora, vez
tip	punta
tired	cansado
to	a, para
together	junto

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T	
told	(dicho, dijo)
*tomorrow	mañana
took	(tomó, llevó)
top	cabeza, tapa
*touch	tocar
toward	hacia
*town	villa, pueblo
toy	juguete
train	tren
tree	árbol
trouble	problema
truck	camión
*true	verdadero, cierto
try	probar, tratar
turn	volver(se)
turtle	tortuga
*two	dos
U	
uncle	tío
*under	bajo
unless	a menos que
*until	hasta
*up	(para) arriba
us	nosotros
use	servirse de, uso
V	
vegetable	legumbre
very	muy
visit	visitar
W	
wagon	carro
*wait	esperar
walk	caminata, andar
wall	pared
want	querer, desear
*warm	tibio
was	(estaba, fue)
wash	limpiar, lavar
*watch	reloj
water	agua
way	via, camino, modo
we	nosotros

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W	
wear	llevar
*week	semana
well	bien, pozo
went	(fue, iba)
were	(estaba, fue)
wet	mojado
*what	que, cual
*when	cuando
*where	donde
*which	cual
*while	mientras, rato
white	blanco
*who	quien
whole	todo, entero
*why	por qué
*wide	ancho
wild	silvestre, salvaje
will	voluntad, (hará)
*wind	viento, dar cuerda
window	ventana
wing	ala
*winter	invierno
wish	desear
with	con
woke	((se) despertó)
woman	mujer
women	mujéres
won	(ganó, ganado)
won't	(no hará)
wonder	preguntarse, maravilla
wood	madera
word	palabra
work	trabajar
world	mundo
*worse	peor
would	(pudiera, podría)
*write	escribir
wrong	equivocado
Y	
yard	patio
*year	año
yell	gritar
*yellow	amarillo
*yes	sí

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Y	
yet	todavía
you	usted(es), tú
*young	joven
your	su, tu
yourself	se, te
Z	
*zoo	jardín zoológico

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**( ) indicates 3rd (or 1st) person singular (or plural) verb or past participie